

Purposes of a Practice Discussion

- ◆ Identify successes and opportunities in a case selected for a reflective practice discussion.
- ◆ Affirm good practice when observed in the case.
- ◆ Suggest options for any barriers encountered.
- ◆ Provide assistance to the caseworker, as needed.
- ◆ Discover patterns across cases, plan actions accordingly.

Reflective Questions in Practice Areas

◆ **ENGAGING: Has a trust-based working relationship been established with the child and family and other service partners involved in this case?**

1. Have you met with the child and family face-to-face and identified their strengths and needs?
2. What has the family identified as their strengths and needs?
3. What has the family shared with you about how they believe their needs can be met?
4. In what ways have the child and family engaged as active participants in the service process?
5. Which of the important people in the child's life are included in the service team? [Education, medical, legal, juvenile court, mental health, other agencies & service providers, church, mentors, friends, etc.]
6. Is every member of the service team committed to helping the family and to achieving positive results? How is this demonstrated?
7. What engagement, support, and intervention techniques are working with the child and family so far? What makes these techniques successful?

◆ **UNDERSTANDING: Does the service team understand the child and family situation well enough to provide supports and services that are producing desired results?**

1. What are the presenting problems and underlying issues? Are they clearly identified and agreed upon by the service team?
2. Is the child's functional status in daily settings accurately assessed and understood in context?

3. Are issues related to education, substance abuse, mental health, developmental or physical disabilities diagnosed and understood by the service team?
 4. Which known risks of harm (e.g., abuse, neglect, domestic violence, health crisis, suicide) identified? Is a safety plan in place? How is it used and understood?
 5. Are the special needs, risks of harm, transition requirements or need for additional assessments understood by the service team?
 6. How are the basic needs of the child and family being met? [Food, housing, health care, etc.]
 7. Is there a recognizable pattern of concern present that should be addressed?
 8. How does the team recognize/respect the capacities, resources, and preferences of the child and family?
 9. Are other interveners in the child's life participating in developing a "big picture" understanding of the case situation? Are they part of the service team?
- ◆ **PLANNING: Is service planning an ongoing process that reflects current understandings and drives the service process toward desired short-term results and long-term outcomes?**
1. How is the child and family engaged as active participants in the service planning process?
 2. What makes the strategies and supports in the case plan consistent with the strengths, needs, goals, and choices of the child and family?
 3. How are focal problems, functional challenges, risks, and underlying conditions reflected in the choice of goals and strategies?
 4. How is family team decision making included in the service plan?
 5. What is the long-term guiding view for this child? Does it focus on the child living in a safe, appropriate, permanent home soon? Is concurrent planning indicated?
 6. How are known transitions between settings, levels of care, providers, and life stages recognized and addressed?
 7. What sustainable supports (formal and informal) are being planned? How will these supports enable the child and family to function safely and successfully after the service process is completed?

Guide for Reflective Practice

8. How do service team members support the service plan? Are treatment efforts unified?
9. In what ways are the strategies, interventions and supports for this family individualized to fit their situation?

IMPLEMENTING SERVICES: What services are called for in the child and family's plan? Are services provided competently, on time, and consistent with the path of intervention to achieve safety, permanency, and well-being?

1. How are the child and family engaged as active, ongoing participants in the service implementation process?
2. How are supports, services, and interventions being implemented? Are they consistent with case plan goals, strategies, and requirements?
3. What supports, services, and interventions are being implemented? Are they timely, competent, and culturally respectful?
4. Does the service team have timely feedback about the services being provided to the child and family? How are services being adjusted as a result of this feedback?
5. Is the case plan modified promptly as goals are met and as circumstances change?
6. How do service team members fulfill their roles and responsibilities to insure that services are of sufficient intensity, duration, and continuity to achieve desired results?
7. Where necessary, are safety/health procedures implemented correctly and effectively?
8. Where necessary, is concurrent planning being implemented in a timely and appropriate manner?
9. Is an adequate and sustainable support network, including informal resources being established for the child and family? How will these supports stay with this child and family after case closure?
10. How are service efforts integrated and coordinated across providers? How does this help to maximize benefits and reduce duplication?

- ◆ **GETTING & USING RESULTS: Are intervention efforts leading to positive results? How is the knowledge gained through experience used to refine service planning and provision of supports and services for this child and family?**

1. Are the child and family engaged as active, ongoing participants in the evaluation of services and results?
2. What positive changes are being observed in the focal problems that brought the child into care or keeps the child and family in services?
3. How is the child demonstrating functional improvement in routine daily activities and in academic performance?
4. How is the family demonstrating functional improvement in safe and dependable caregiving?
5. How are any known risks of harm being reduced or properly managed? How can you tell that well-being (e.g., health, safety, emotional) is currently adequate or substantially improving?
6. If a transition is imminent or in progress, what makes the process run smoothly and successfully for the child, home, school?
7. What has been done to establish an adequate and sustainable support network for the child at home and at school?
8. How are results being used to shape strategy, solve problems and determine case closure conditions and readiness?
9. Is the knowledge gained through intervention experiences being used to advance assessment and service planning?
10. How satisfied are the child, family, and providers with the services provided and results achieved in this case?

Overall Impressions and Actions

- ◆ **Successes achieved in this case:** What successes are advancing this child toward living in a safe, appropriate, and permanent home within a reasonable amount of time?
- ◆ **Barriers encountered in this case:** What barriers are limiting progress toward safety, permanency, and well-being for this child and family?
- ◆ **Assistance needed or requested:** Which of the following sources of assistance would help address any problems or barriers experienced in this case?
 - Mentoring assistance
 - Modeling of or coaching on a practice technique
 - Specialty consultation
 - Multi-agency problem-solving assistance
 - Training on a specific practice or technique
 - Other Assistance
- ◆ **Actual assistance offered:** What specific assistance is being/has been offered to the worker or service team in this case?
- ◆ **Follow-up needed:** What follow-up actions are indicated in this case? What follow-up is planned?